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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | | | | | | | | |
| **UNIT No: 3** | **TERM: 2009-10** | | | **PROJECT TITLE: Nature** | | | | **LENGTH: 15 hrs** | | | | **GROUP: Yr 7** | |
| **KNOWLEDGE and UNDERSTANDING (with regard to providing effective learning opportunities for all pupils):**  Skills Area: Print-Making  Historical & Cultural Studies: Art of EUROPE | | | | | | | | **PRACTICES and PROCESSES (including ICT):** | | | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **YEAR 7 Schemes of Work**  **UNIT No: 1**  Skills Area: Drawing and Painting  Historical & Cultural Studies: Art of OCEANIA  **UNIT No: 2**  Skills Area: 3D Making  Historical & Cultural Studies: Art of AFRICA  **UNIT No: 3**  Skills Area: Print-Making  Historical & Cultural Studies: Art of EUROPE | | | | | | | |
| **KEY PROCESSES - Pupils should learn how to:** | | | | | | | | | | | | | |
| **Explore and create**   1. develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources 2. investigate how to express and realise ideas using formal elements and the qualities of a range of media 3. make purposeful images and artefacts, selecting from a range of materials, techniques and processes 4. draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure 5. explore and develop ideas using sketchbooks, journals and other appropriate strategies. | | | | | | **Understand and evaluate**   1. use research and investigative skills appropriate to art, craft and design 2. appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts 3. reflect on and evaluate their own and others’ work, adapting and refining their own images and artefacts at all stages of the creative process 4. analyse, select and question critically, making reasoned choices when developing personal work 5. develop ideas and intentions when creating images and artefacts 6. organise and present their own material and information in appropriate forms. | | | | | | | |
| **TEACHING ACTIVITY – *Make reference to the following KS4 Assessment Objectives when describing KS3 activities:***   1. Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding 2. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes 3. Recording ideas, observations and insights relevant to intentions in visual and/or other forms 4. Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements | | **STAGE No.1** | **STAGE No.2** | | **STAGE No.3** | | **STAGE No.4** | | **STAGE No.5** | | **STAGE No.6** | | |
| **KS4 ASSESSMENT**  **OBJECTIVE: 1, 2, 3** | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 2, 3** | | **KS4 ASSESSMENT**  **OBJECTIVE: 1, 2, 3** | | **KS4 ASSESSMENT**  **OBJECTIVE: 2, 3, 4** | | **KS4 ASSESSMENT**  **OBJECTIVE: 4** | | **KS4 ASSESSMENT**  **OBJECTIVE: ALL** | | |
| * Introduction page: Art of EUROPE – facts and drawings using coloured pencils. * Observational drawing skills – blind drawing from verbal descriptions using white pencil on black paper. * Colour-mixing using coloured pencils. * Drawing from leaves, acorns and dried flowers | * Colour-mixing using coloured pencils. * Drawing from leaves, acorns and dried flowers * Research page: Celtic Art and The Green Man. * Green Man collages – Students’ photos – digital image manipulation and cut outs from magazines/print-outs | | * Research page: William Morris. * Paper-stencil – folded to make a four-way mirror-image pattern. | | * Symmetrical leaf design drawn out onto square paper for background to print. * Colour-mixing – autumn colours and painting of leaves * Painting of background. | | * Polystyrene print block – drawing out of Green Man collages. * Printing. | | * Annotation and Evaluation | | |
| **SUBJECT-SPECIFIC SKILLS** | |  |  | |  | |  | |  | |  | | |
| **USE OF ICT** | |  |  | |  | |  | |  | |  | | |
| **LANGUAGE for LEARNING** | |  |  | |  | |  | |  | |  | | |
| **Resources** | | Sketchbooks; | Sketchbooks; | | Sketchbooks; | | Sketchbooks; | | Sketchbooks; | | Sketchbooks; | | |
| **EVALUATION and ASSESSMENT (Pupil and Teacher)** | |  |  | |  | |  | |  | |  | | |
| **HOMEWORKS** | | * Natural objects with descriptive words. * Manmade objects with descriptive words. | * Celtic Art – original. * Celtic Art – modern tattoo. | | * Examples of Pattern in nature x 4-8. * Examples of Natural objects used in Pattern x 4-8 | | * The Art of William Morris. | |  | |  | | |
| **KEY STAGE 3**  **Programme of Study** | |  | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will not have made much progress and will have achieved:**  **Level 2** | **Pupils can experiment a little with ideas, information and resources in order to develop their intentions. They make some progress with practical skills and use different materials and processes when designing and making. They comment on differing ideas, methods and approaches used by artists, craftspeople and designers, making basic connections to the contexts in which the work was made. They discuss their own work and that of others and consider how they might do better with their ideas, skills and processes.**  **PRINT-MAKING**  **Pupils can** make a simple printing block from paper, card or pressed polystyrene and print it with some success.  **IMAGINATION**  **Pupils can** come up with a simple idea from memory and imagination.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** find information about a topic by looking at books, CDRoms, the Internet and other sources. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Most pupils will have made progress and will have achieved:**  **Level 3** | **Pupils can use a few approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They develop some practical skills and use different materials and processes when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, making basic connections to the contexts in which the work was made. They discuss their own work and that of others and consider how they might improve their ideas, skills and processes.**  **PRINT-MAKING**  **Pupils can** use a range of thick and thin lines to make marks on their printing blocks.  **They can also** print a strong, clean image without any dirty marks or smudges.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** research useful information about a topic by looking at books, CDRoms, the Internet and other sources.  **They can also** use tell others about what they have learnt. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 4** | **Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.**  **PRINT-MAKING**  **Pupils can** use a range of different marks to create areas of LIGHT and DARK on their printing blocks.  **They can also** print a strong, clean image without any dirty marks or smudges.  **IMAGINATION**  **Pupils can** come up with their own interesting and imaginative ideas.  **They can** use images from the world around them to inspire their creativity.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** use research from books, CDRoms, the Internet and other sources to talk and write about art, craft & design from different times and places.  **They can also** use a range of subject-specific keywords. | | | | | | | | | | | | |
| **SUCCESS CRITERIA**  **Some pupils will have progressed**  **further and will have achieved:**  **Level 5** | **Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.**  **PRINT-MAKING**  **Pupils can** make a detailed print that shows a range of TEXURAL EFFECTS using a polystyrene printing block.  **They can** use stencilling and mono-printing, lino-printing, dry-point or Collograph methods, equipment and materials to create results in one colour that are neat in finish.  **IMAGINATION**  **Pupils can** come up with their own imaginative ideas that are creative and original because they have thought carefully about want they want to express.  **They can** choose and use objects, people and places in the world around them for their artistic inspiration.  **HISTORICAL & CULTURAL STUDIES**  **Pupils can** choose the most relevant points from books, CD-ROMs, the Internet or other sources of research to help them when talking and writing about art, craft and design.  **They can** communicate facts, compare art, craft and design, and make useful comments about their own work and the work of others. | | | | | | | | | | | | |